Course of Study

FOR

Rural Elementary Graded Schools

STATE OF LOUISIANA

T. H. HARRIS
STATE SUPERINTENDENT OF PUBLIC EDUCATION.

1910.

RAMIRES & JONES
Baton Rouge, Louisiana
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PREFACE.

The following course of study is only the frame work of the course it was proposed to issue at this time; the short space of time allowed for this work and the other duties devolving upon the supervisor of elementary schools made it necessary either to abandon the publication of the course for the present session or issue it in this incomplete form. Therefore no apologies will be offered for its shortcomings.

The work as here proposed not only assigns new duties to the rural school, omitting much of its former work, but goes further than that in assuming that it exists for quite another purpose than to provide its pupils with a certain amount of "book learning." It assumes that the business of the country school is to enable the child to so understand and interpret his environment, the social, industrial, economic, political, and other factors, that he will thereby become a better citizen and more efficient worker for himself. Such a school, it is assumed, should be an institution *of* the country, as well as in it, and its first duty should be to make whatever contributions are within its limitations towards the welfare of its individual members and the general uplift of the community. It should be a kind of clearing house of knowledge and information about any and everything that affects, in a vital manner, the welfare of the community; its subject matter should consist of whatever facts of importance may belong to the community, their relative values and relations.

It is not believed that the elementary grades is the place to teach the static subjects at any time; when the child knows his community in detail, as it affects him and his associates, and then learns much of other places, people, events, etc., that are related in a vital manner to him and his community, through his knowledge of local conditions, he has gained the habit of study that will enable him to develop into his greatest ability. This is true, because whatever he may read or study will have meaning and value for him in direct proportion to his power to interpret it through his experiences; if his knowledge and experiences have been rich and extensive, he will assimilate much that he reads and hears.

The need today is not for means of gaining information, but for the desire to gain it and the ability to appropriate and assimilate those things which may be of help; the means in the way of high schools, colleges, universities, magazines, extension courses, books, travel, etc., are available to a large extent for all; if the school aids the child in arousing the desire for knowledge that will be of worth to him, and gives him the power to interpret and assimilate it, its mission is accomplished. We believe the present kind of course will come more nearly doing this than has been possible heretofore.

The belief in the mission of the rural school as outlined above accounts for the introduction of tool work, household practice, gardening, community study, and the elimination of much that seemed to have little bearing on the relationship existing between the child and his surroundings. A test of the course will prove either the truth and value of this, or demonstrate its falsity.

While this course is prepared specially for graded rural schools, teachers will find it comparatively easy to adapt it to one-room schools, by combining and alternating classes.

Because of its radical differences from previous courses, it will be difficult or impossible to follow the present course in its entirety; it is also rendered difficult because of the fact that its various elements have not yet been well adjusted. When completed later, it is hoped that many of the obstacles may be removed.

This course is to be used jointly with the course now in use, in so far as the present course does not conflict in spirit or content with this course. In other words, the present course is to be used as a supplement to this one.

It is hardly desirable to attempt to carry out the course as outlined for another reason: popular sentiment with reference to what the school should do will probably not favor so great a change in the work of the school. Teachers and superintendents are advised to inaugurate the course in only such schools as have conditions favorable for its success; in other schools, certain features, community study, tool work, etc., may provide an opening whereby the entire course may be followed later.

The course of study for the rural schools of Vermont has

offered many valuable suggestions, found herein in a modified form. Credit for other ideas cannot well be given, since they have come from many sources.

In conclusion, it might be said that any measure of success will be due to the reception given the course by the teachers who are to follow it; their attitude, preparation for the new subjects, and general ability will either cause the work to succeed or fail. We hope they may approach it with open minds and willing hearts, always looking to the best interests of the children in their charge, rather than to the ease with which it may be followed.

EQUIPMENT FOR RURAL SCHOOLS.

Kit of carpenter's tools.

Apparatus for teaching household practice.

Set of gardening tools.

Babcock milk tester.

Cases for specimens collected in community study.

Atlas, globe, dictionary, encyclopedia, blackboards.

Apparatus for science work above seventh grade.

All available bulletins and publications of State and United States bearing on agriculture, gardening, tool work, household practice, sanitation, etc. (There are many good ones).

Sand table, thermometer, supplies for all industrials.

Libraries.

Books on farming, plans for home and farm buildings, plans for beautifying same, catalogues for home furnishings, of farm machinery of all kinds.

Types of improved machinery loaned for exhibition and demonstration purposes, farm and home.

WHAT THE SCHOOL CAN DO FOR THE COMMUNITY.

Test all kinds of seed for fertility.

Test milk of all cows in community and determine paying ones.

Have exhibition days for crops, live stock, etc., at school.

Organize clubs for girls, women, or men for social or economic purposes.

Encourage farmers to bring statements concerning condition

of crops, stock, etc., to school for discussion as to the scientific reasons underlying them.

Furnish early plants and cuttings from school hotbed.

PICTURES AND DEALERS.

For ungraded schools, a selection of pictures can easily be made from the following list:

Washington.....Stuart
Sir Galahad.....Watts
Holy Grail pictures.....Abbey
Baby Stuart.....Van Dyck
Madonna of the Chair.....Raphael
Member of the Humane Society.....Landseer
The Blacksmith.....Frére
Escaped Cow.....Dupre
At the Watering Trough....Dagnon-Bouveret
The Lion, or King of the Desert.....Bonheur
The Haymaker.....Adam
The Sower.....Millet
The Gleaners.....Millet
By the Riverside.....Lerolle
Spring.....Carot
Caritas.....Thayer
St. Marks
Notre Dame
Durham Cathedral
Acropolis
Pyramid and Sphinx
The Longfellow Pictures

The following dealers in prints and photographs of various kinds probably would be willing to assist teachers in selecting suitable pictures for schoolroom decorations:

A. W. Elson & Co.....Boston
The Perry Picture Co.....Boston
The Prang Educational Co.....Boston
Horace K. Turner Co.....Boston
Bigelow and Jordan.....Boston

(From Course of Study for Elementary Schools—Vermont.)

SUGGESTIVE PROGRAMS.

DAILY PROGRAM FIVE-GRADE RURAL SCHOOL.

Opening exercises	9:00	to	9:10
Reading, first grade	9:10	"	9:25
Reading, second grade	9:25	"	9:40
Reading, third grade	9:40	"	9:55
Nature Study and Handwork, first and second grades	9:55	"	10:05
Community Study, fifth grade	10:05	"	10:25
Gardening, fourth and fifth grades	10:25	"	10:45
Recess	10:45	"	10:55
Reading, first grade	10:55	"	11:05
Reading, second grade	11:05	"	11:15
Reading, fourth grade	11:15	"	11:30
Reading, fifth grade	11:30	"	11:45
Writing, all grades together	11:45	"	12:00
Noon	12:00	"	1:00
Singing, all grades together	1:00	"	1:10
Reading, first grade	1:10	"	1:25
Reading, second grade	1:25	"	1:40
Reading, third grade	1:40	"	1:55
Reading, fourth grade	1:55	"	2:10
Spelling, third, fourth and fifth grades	2:10	"	2:30
Recess	2:30	"	2:40
Nature Study and Handwork, third and fourth grades	2:40	"	2:55
Physiology, Hygiene and Sanitation, fifth grade	2:55	"	3:10
Household Practice, Tool Work, alternating	3:10	"	3:40

DAILY PROGRAM SEVEN-GRADE RURAL SCHOOL.

Grades One, Two, Three and Four.

Opening exercises	9:00	to	9:10
Reading, first grade	9:10	"	9:25
Reading, second grade	9:25	"	9:40
Reading, third grade	9:40	"	10:00
Spelling, third and fourth grades	10:00	"	10:20
Gardening, fourth grade	10:20	"	10:45
Recess	10:45	"	10:55
Reading, first grade	10:55	"	11:10
Reading, second grade	11:10	"	11:25

Reading, fourth grade.....11:25 " 11:45
Writing, all grades together.....11:45 " 12:00
Noon.....12:00 " 1:00
Singing, all grades together..... 1:00 " 1:15
Reading, first grade..... 1:15 " 1:30
Reading, second grade..... 1:30 " 1:45
Reading, third grade..... 1:45 " 2:00
Nature Study and Handwork, first and second grades..... 2:00 " 2:15
Nature Study and Handwork, third and fourth grades..... 2:15 " 2:30
Recess..... 2:30 " 2:40
Reading, first grade..... 2:40 " 3:00
Reading, second grade..... 3:00 " 3:20
Reading, fourth grade..... 3:20 " 3:45

Grades Five, Six and Seven.

Opening exercises..... 9:00 to 9:10
Reading, fifth grade..... 9:10 " 9:30
Community Study, seventh grade..... 9:30 " 10:00
Spelling, fifth, sixth and seventh grades.....10:00 " 10:20
Gardening, fifth, and sixth grades; agriculture, seventh grade.....10:20 " 10:45
Recess.....10:45 " 10:55
Reading and Language, sixth grade.....10:55 " 11:10
Physiology, Hygiene and Sanitation, fifth grade..11:10 " 11:30
Household Practice, sixth and seventh grades, alternate.....11:30 " 12:00
Noon.....12:00 " 1:00
Singing, all grades together..... 1:00 " 1:10
Reading and Language, seventh grade..... 1:10 " 1:30
Community Study, sixth grade..... 1:30 " 1:55
Louisiana History and Civics, alternate, seventh grade..... 1:55 " 2:30
Recess..... 2:30 " 2:40
Industrial Geography, sixth grade..... 2:40 " 3:05
Arithmetic, sixth and seventh grades, alternately. 3:05 " 3:20
Tool Work, fifth, sixth and seventh grades, combined..... 3:20 " 3:45

SYNOPSIS OF WORK BY GRADES.

First Grade.—Reading, Writing, Nature Study and Handwork.

Second Grade.—Reading, Writing, Nature Study and Handwork.

Third Grade.—Reading, Writing, Spelling, Nature Study and Handwork.

Fourth Grade.—Reading, Writing, Spelling, Nature Study and Handwork.

Fifth Grade.—Reading, Spelling, Physiology and Sanitation, Community Study, Gardening, Tool Work (boys), Household Practice (girls).

Sixth Grade.—Reading, Spelling, Arithmetic, Industrial Geography, Community Study, Gardening, Tool Work (boys), Household Practice (girls).

Seventh Grade.—Reading, Spelling, Arithmetic, Louisiana History, Civics, Community Study, Gardening, Tool Work (boys), Household Practice (girls).

READING.

The chief business of the school during the first four years of the child's attendance is to teach him to read and write; the writing requires a comparatively short time to learn, practice being the essential thing to legibility and speed. Therefore this course provides that the major portion of the child's time in the lower grades shall be devoted to the subject of reading. Teachers should allow no other subject to rival reading in importance during these early school years, with the idea of having the children at the end of the fourth year able to read with ease and understanding. They should also have covered much ground during this time, having read mostly of those things within the range of their environment, experiences and interests.

This will include, besides stories and books relating to familiar subjects, a wide range into mythology, biography and stories of adventure. During the third, fourth and fifth years the child should become acquainted with enough mythical and historical characters and events to have laid the basis for a study of chronological history later on. Teachers will observe that history as a special subject is omitted during these early years, but it is expected that the children will get the foundation for it, together with many of its most relatively important facts, in the reading course.

Teachers will require, if they follow the intent of this course, extensive reading during the third, fourth and fifth years; if it is not required, too little of it may be done. It is not necessary, nor best, to have a definitely arranged course of supplementary reading, applicable to all pupils alike; individual tastes should be followed in so far as seems profitable.

While biography, mythology, and stories of adventure may not seem to be in keeping with the principle so often expressed throughout this course, to stay within the child's environment and experiences, such is really the case. He is developing by studying and imitating the people and things about him; the study of these subjects allows a larger field for observation and imitation; persons will always be within his experiences, and therefore these subjects herein mentioned, pertaining to the actions of people, mythical or real, are near to him.

It is also thought that such an extensive course of reading required of children, will serve as a splendid foundation for a study of literature later on, either in the high school or out of school. There is a time when literature, for its own sake, should receive attention, but in the elementary grades there are so many other things of pressing and immediate importance, that literature must receive attention only as it relates to other subjects indicated in the course.

The supplementary reading list given herein does not include the names of many books on mythology, adventure, or biography, but it is thought that the teachers are already so well acquainted with such books that they may select them from the libraries without special instruction or suggestion here.

There should be a great amount of memorizing done in the lower grades, the selections being taken from stories or poems appealing strongly to the children.

Teachers will have observed that no provision in the elementary grades is made for language or grammar; that is, no period is set aside for them each day.

In connection with the reading particularly, and other subjects in less proportion, there will be much composition work. Pupils will learn, in the lower grades, rules for punctuation, capital letters, etc., incidentally, as the need for their use arises; teachers will call attention to language in good form, wherever

it may be; they will correct errors in speech, and encourage good expression in the class and out of it.

This course assumes that language is a very important subject, in so far as it tends to fix the habits of a correct use of English; it also assumes that this can be as well done in connection with the other class-room work and play of the school as if it received a special period a day to itself. This is simply following out the idea expressed so many times in this course, that children learn more easily and remember with more certainty such things as have been taught at times when a present need demanded the necessary knowledge, than if taught as an end within themselves. Teachers, then, will teach all the necessary forms for correct speech and writing.

Formal elements of grammar have no place in an elementary course; pupils are not sufficiently developed to get very much from its study, and if they were, there are so many other subjects which relate in vital ways to their welfare, that the time spent on formal grammar is not used to the best advantage. If a knowledge of technical grammar were necessary to a correct use of English, which is not true, it should be included in the course.

For further general directions as to the importance of this subject, suggestions as to the use of books, aim in the different grades, and methods of procedure, see pp. 17, 18, 19, as well as other pages of the present adopted course for elementary grades.

FIRST GRADE.

Texts: Wheeler's Primer and Wheeler's First Reader or New Education Readers, Books I and II.

Supplementary Reading: Overall Boys; Sunbonnet Babies; Hiawatha Primer; Book of Nature Myths; Animals Wild and Tame; Earth and Sky, Vol. I; From September to June; Household Science Reader, Book I; Household Stories; Nature Study Readers, Books I and II; Seaside and Wayside, Vol. 1; Stories of Tree Top and Meadow; Stories of Plant Life; Round the Year in Myth and Song; etc.

To be read by teacher: Fables, fairy tales, myths, poems, stories, etc., relating to things within the children's experience and environment and appealing to his deeper interests, but

expressed in language too difficult for children to easily comprehend.

SECOND GRADE.

Texts: Wheeler's Second Reader, and Our Feathered Friends.

Supplementary Reading: Lovejoy's Nature and Verse; Round the Year in Myth and Song; Animal Life; Aunt Martha's Corner Cupboard; Autobiography of a Butterfly; Brooks and Brook Basins; Jeffries' Sir Bevis; Leaves From Nature's Story Book, Book I; Old Mother Earth; On the Farm; Plant Baby and Its Friends; Stories from Birdland, Vol. I; Stories of Insect Life; Through the Year, Books I and II; etc.

To be read by teacher: See suggestions for first grade.

THIRD GRADE.

Texts: Brumbaugh's Standard Third Reader and Alice's Adventures in Wonderland.

Supplementary Reading: Around the World, Book II; Friends in Feather and Fur; Friends and Helpers; Science Reader, Vol. II; Seaside and Wayside, Vol. II; Sea Stories for Wonder Eyes; Stories From Birdland, Vol. II; Storyland of Stars; Ways of Woodfolk; Wings and Stings; Seven Little Sisters; Some Useful Animals; Pets and Companions; Ten Common Trees; Stories From Garden and Field; Stories Mother Nature Told Her Children; Animals at Home; Stories of Country Life; Familiar Animals and Their Wild Kindred; Chatty Readings in Elementary Science; Little Flower People; Eyes and No Eyes; etc.

Reading outside of class should be compulsory and extensive, beginning with this session. It should include much of biography, travel and along lines related to the industries, and interests of the community.

FOURTH GRADE.

Texts: Brumbaugh's Standard Fourth Reader, Part II; Black Beauty; and Robinson Crusoe.

Supplementary Reading: Hiawatha; Arabian Nights; The Wonder Book; Fifty Famous Stories Retold; Old Stories of the East; Stories of Great Americans; Little Lame Prince; Old Greek Folk Stories; Greek Heroes; Norse Stories; Heroes

of Asgard; Seigfried; Myths of Northern Lands; Readings in Folk Lore; King of the Golden River; Old Testament Stories; Bird World; Friends and Helpers; Hans Andersen Stories; First Book of Birds; Tales of Troy; Through the Looking Glass; Open Sesame, Vols. I and II; Stories of the Old World; Each and All; Legends of the Red Children; American Inventions and Inventors; Living Creatures of Water, Land and Air; Gulliver's Travels; Famous Men Series; Some Curious Flyers, Creepers and Swimmers, Pioneer series; Butterflies and Bees; Home Life with Animals; How We Are Clothed; How We Are Fed; Child and Nature; etc.

Outside reading should be even more extensive, but of the nature suggested for third grade.

FIFTH GRADE.

Texts: Brumbaugh's Standard Fifth Reader; Stories of Industry, Vols. I and II.

Supplementary Reading: Squirels and Other Fur Bearers; Water Babies; Little Daffydowndilly; Ten Boys; Tales of Chivalry; Little Men; Little Women; Neighbors with Wings and Fins; Half Hours with Lower Animals; Half Hours with Fishes; Leaves from Nature's Story Book, Vol. III; Secrets of the Woods; Reptiles and Birds; Short Stories of Our Shy Neighbors; Little Cousin series; Little Journey series; etc.

By this time children should be able to read quite readily and might cover much reading matter; their tastes should be consulted in so far as they do not run to anything which might hold up improper or impossible standards. During this period children should be laying a broad foundation, getting some knowledge of many things and thus broadening their interests. It is questionable whether classics on themes not appealing strongly to the nature of children of this age should be recommended just for the sake of literary style.

SIXTH GRADE.

Texts: Birds and Bees; Sharp Eyes; Real Things in Nature; and How the World Is Fed.

See list of adopted library books for this grade for supplementary reading. Selections should be made of such reading material as will appeal strongly to children's interests *and*

at the same time have a relation, more or less vital, with animals, plants, activities, conditions, or phenomena within the experience of the children. The extensive reading of this grade should tend to lead the children through those things within their own experience out into the world about them; in other words, previous reading was for the purpose of extending and intensifying the experiences of the children; now they begin to be interested in things and people regardless of space or time; they are becoming adults in respect to their interests and attitudes. Their reading from this time on should tend to show them the relation of their community and themselves to other people and other countries, past and present, and should branch out along several lines: literature, history, commerce, industries and products. It should tend to make them broad-minded and give them a more just appreciation of their place and the place of their community in the outside world.

SEVENTH GRADE.

Texts: Curry's Literary Readings and Succession of Forest Trees.

Supplementary Reading: See suggestions for preceding grade. While some of the reading material might be of a nature unrelated to the environment of the pupils, yet in a general way reading in this grade, also, should help pupils to adjust themselves and their community to their proper relations with other people and other countries. Enough classical literature should be read to form a taste for this kind of reading, the taste of pupils being followed as to what shall be read in so far as possible. Whatever they like to read does have a close relation to experiences of their own, whether we think so or not.

SPELLING.

This subject is well outlined in the course used at present. It is recommended that the larger proportion of the words for each recitation be selected from the other subjects of the day, placed on the board for study, learned and recited for the daily recitation. Should the number selected in this way be found insufficient, additional words should be assigned from the texts adopted. Words learned at the time there is a motive for know-

ing them, are learned more readily and remembered with greater certainty; further than that, it seems a waste of time to some extent to teach words that are not very likely to be of practical use. While the adopted text is especially good in having words of that kind, yet those needed in community study, reading, etc., will be found more valuable.

The suggestive programs provide for several classes reciting at once. This can and has been done with great success, by arranging them in rows by classes and assigning words rapidly to class after class; when the words are written, it is very easy to do this, and in oral spelling the pupils of each class, rather than the teacher, might be held responsible for the correct spelling of each word. While the plan, of course, is not quite as satisfactory as to have separate classes, yet in consideration of the time saved, it is preferable. Teachers will discover that they can soon hear two or three classes at a time almost as easily as one.

ARITHMETIC.

No provision is made for arithmetic as a special subject until the sixth grade. Many of the best authorities say that pupils will learn the essentials of the subject in a year or two if postponed until they reach that age when the mental faculties are sufficiently developed to readily comprehend it. This is the chief reason for omitting the subject as a special until that time. Another reason is that we have been in the habit of teaching much more arithmetic than is needed. Few subjects, if any, provide such opportunities for the elimination of sub-topics. Arithmetic has lost its one-time standing among educators as a means for developing mental power and ability applicable along other lines; one may be excellently trained in arithmetic and yet the mental traits of reasoning, judgment, etc., shown there, will not be applicable to other lines of mental effort. Its value as a subject in the curriculum is not nearly so great as practice has led us to believe. It is thought that the time usually given to arithmetic will prove more valuable devoted to some of the industrials included here.

While arithmetic has been given no separate place in the

course, yet it is expected that pupils will get much arithmetic from other subjects in the curriculum. There will hardly be a recitation that affords no opportunity for some mathematics.

Community Study is made up largely of arithmetic; drawing scale maps, comparing relative sizes, values, etc.; taking the census called for, listing plants and animals, studying the economic side as suggested; transportation, study of industries, etc., all are bound up with arithmetic.

Tool Work, Gardening, Household Practice are all full of arithmetic. Measuring, making mechanical drawings, estimating quantities of material, etc.; area of garden plots, value of fertilizer and products, yields, value of time used, measurements, etc.; measurements of cloth, estimates of materials, amount of fuel, recipes, the economic side of the subject, etc. All of these abound in and are essentially a part of mathematics. They cannot be taught without at the same time giving a good part of the time to arithmetic, and the subject will be more easily learned and more readily applied to practical affairs for being learned as the necessity for certain phases or processes arises.

This, then, is the plan proposed: to have all problems in mathematics arising from any other subject of the course, provide the arithmetic for grades up to sixth. There will be much of it, as much fully as there should be of arithmetic in these lower grades. To be sure, the amount will vary day to day as the amount of mathematical features of other subjects vary, but there will be some arithmetic connected with almost every recitation.

The teacher should teach rules for addition, subtraction, multiplication, division, as the necessity for this knowledge arises in connection with some other subject. Problems or portions of problems too difficult for the class in which they arise will be assigned to pupils with ability to do them. There will be no attempt to indicate the pupils' standing in school by their ability in arithmetic as is now too often the case.

We will note one exception to this general rule: the tables for multiplication should be formally taught about the fourth or fifth grade; they will require little time and need no explanations for they are purely mechanical and require memory only. Beginning with the sixth grade, teachers should have

pupils make problems based on conditions existing in some phase of an industrial, largely for the purpose of understanding the mechanical processes required to solve them; no problem is to be proposed, however, whose solution does not lead to some valuable economic knowledge of some sort, and which is not called for by the conditions being studied by the class.

Arithmetic is not to be omitted, then, but will receive attention incidental to other subjects, little effort being made to introduce it to any extent in the lower grades. It will not be taught at any time for its supposed value as a means of improving the mental powers along other lines, but simply for the purpose of having pupils get enough of it to enable them to solve readily whatever problems relating to actual life are likely to confront them. Most of this will be done in the seventh grade.

Teach whatever processes may be necessary in the ordinary farmer's business relations which have not already been learned incidentally. No effort should be made to follow a text-book, although such a book might be in the hands of pupils for reference as to methods of procedure. Wherever the "why" is called for it should be answered; otherwise, simply the process is sufficient.

The work might include legal forms used in farmers' business; order forms; something of percentage and interest; simple fractions, common and decimal; some mensuration, etc. Pupils will know much or most of this previous to seventh grade. One period a day will be devoted to arithmetic in sixth and seventh grades, alternating daily.

GEOGRAPHY.

Political, descriptive and physical geography are omitted from this course, as special subjects, with the expectation that community study, with the atlas and maps suggested as references, will result in as much knowledge of this subject as can be made much use of. Children, through community study, should have a fairly accurate and useful knowledge of places and people related to them or their community in any close way; other geographical knowledge, while worth something, is

not considered as valuable as other subjects in the elementary grades, and is therefore omitted.

We might note an exception: in one of the lower grades children should be taught quite a number of geographical facts of commonly accepted importance, as memory exercises. Examples: names of states, important rivers, largest cities, capitals, etc.

In the sixth grade pupils begin the formal study of industrial or commercial geography, as it is considered of far greater value to them than either of the other phases of geography. Any good text will do for the present. It should be presented, not in the order of the text, but in the order of its importance and relation to the welfare of the child and community. It should relate very closely to community study, being almost a part of it. Incidental to this study, there will be learned an immense amount of political and descriptive geography, enough for all practical purposes.

HISTORY.

The formal study of Louisiana History will be taken up in the seventh grade, with the texts and in the manner outlined in the present course; other formal history of the United States and Europe will be postponed until the high school is reached. This seems preferable for the reason that children have already, in their reading course, become pretty well informed about historical events, and are not sufficiently developed to make any deductions that will affect their conduct until they are at the high school age. History is worth little except for the lessons it teaches as to the value or injury resulting to nations from certain courses of action. Pupils must have become mature enough to understand these causes and results in about their full value before they get much from the subject.

CIVICS.

The outline in the present course, as well as the text, is considered excellent, and will be carried out in this course in the

same manner and in the same grade. Civics is one of the best subjects of a school course and should be taught in such a manner as will make the pupils more broad-minded and efficient citizens. It might alternate in seventh grade with history.

NATURE STUDY AND HANDWORK.

The purpose of this work is to train the hand to obey the mind accurately, give a foundation for the industrial work to follow later, and to gain a clearer and fuller knowledge of the environment by expressing certain phases of it through these activities.

It will require but a short time daily for the teacher to assist pupils in preparing materials, and in giving definite instruction as to what is to be done; the work itself, usually, may go on while other classes are reciting. Care should be taken to assign such work to individual pupils as will interest them and at the same time be easily executed. The practical side of this work should predominate; that which promises most useful results, and the various stages of the child's development must always be borne in mind.

The work for the first four grades of school is here given together; the topics suggested will indicate the nature of the work expected and teachers can subdivide it by grades, as their judgment approves; they can also select much material from the present adopted course and from other courses of study, which can be presented from the point of view herein indicated. With the teacher of initiative and resource, the trouble will be to select only the best that suggests itself to her, rather than to find a lack of suggestive work.

The following equipment is desirable: kindergarten scissors, supply of paper, colored, white, cardboard, etc.; blocks (made by larger boys, perhaps), splints, sticks, spools, geometric blocks, etc.; twine, cotton thread, colored wrapping twine, coarse needles, clay, such as may be obtained in the vicinity, vines, rushes, pliable bark, grasses, reeds, wild cane, cigar boxes, etc. Teachers will find an abundance of material; preference must always be given to that available at first hand. In fact, it is doubtful whether the intent of this course can be

carried out by using purchased materials. Where a fairly good quality of clay may be found in the community, it will possibly serve as the best material, as it may be utilized for so many purposes and provides such splendid educational opportunities for development of hand and brain.

The following is suggestive of what may be done: Clay modeling of farm animals, implements, fruits, vegetables, buildings, plants, persons, etc., and using these models for dramatizing scenes from local life or history; tracing these same things, or many of them, from designs prepared with the teacher; constructing fences, playhouses, buildings, furniture, boxes, picture frames, etc., from blocks, cardboard, thin wood, reeds, etc.; cutting from paper, upon which the designs have been traced, or freehand, cutting the objects named above; practice in stenciling designs of above, to be worked in with large thread; weaving and braiding of mats, blankets, school bags, baskets, picture frames, etc., from suitable materials; making book covers, dolls' clothes, carpets, etc.; designing, cutting, sewing, modeling scenes suggested either from reading lessons, from community life, or activities of the children. The actual objects should be present and the scenes portrayed, whenever possible, before the handwork is done.

It is again suggested that the individual capabilities of children and their interests should be more powerful factors in determining what shall be attempted than anything else. It should not be mandatory that all children do the same thing; certain features of the work, for which some children are not well fitted, should be omitted for them. Try to learn inherent aptitudes for certain lines of nature study or handwork, and develop them. Remember, too, that small children tire quickly, so intersperse a liberal amount of play, out of doors usually, with what is required at the seats.

Under this head would fall the subject of games; teach the children many games involving the use of the body, limbs, fingers, senses, etc. and requiring a knowledge of community life. In fact, community life may be enriched by introducing games which would naturally interest children but which also require some knowledge not common to the community. It is proposed, in this course, that the teacher assume charge of the playground for younger pupils and direct their play in so far as she can

without interfering with their originality and spontaneity. It is believed that games are of greater educational value than is the routine class work in the schoolroom.

Under the head of nature study will fall other things than those just mentioned, although much of the above fulfills the object of nature study: to assist the child to understand the phenomena most common to him. In addition to what has been outlined, pupils might make a weather-vane, gather collections of insects, and minerals; make excursions to note some definite thing, usually into fields, meadows, woods, on bank of stream, etc.; note how animal and insect life is carried on in its natural state; go fishing, wild fruit or nut gathering; often on an excursion for no definite purpose but to discover new things and develop new lines of investigation.

The most important phase of the nature study work is an explanation for much of the phenomena about the pupil which neither he nor his parents well understand: things relating to physics and mechanics. Any elementary school course will be found suggestive.

Enough has been given to suggest the point of view to be held in this work: to assist the children in adjusting themselves to their environment, aid in developing the use of body and its members, and provide an outlet for that natural tendency of the child toward activity. As has been said, teachers will find abundant material for the four first grades in the preceding pages, but they can add to these suggestions from many other sources, particularly the course of study now in use.

This work should, in the fourth year, lead up to and connect naturally with the community study and the industrials of gardening, tool work and household practice; in fact, some of the work herein indicated may profitably and properly continue into the fifth or even sixth grade.

SCHOOL GARDENING AND AGRICULTURE.

While the school gardening of this state has not been an entire failure in the places where it has been attempted, yet, with a few notable exceptions, the work has been of little value. In many, or most cases, perhaps, the school garden was one

of the poorest of the community, irregular in form, poorly prepared for planting, cared for at odd times, which often resulted in it being full of grass or weeds, and very often reflected discredit on the attempt of teachers to handle this subject.

The causes for these poor results have been several: in the first place, the average farmer knows more about the ordinary vegetable garden than does the average teacher; he makes it a part of his business to have his garden well cared for, while the teacher has too often considered this work as purely incidental, to receive such time from her and the pupils as might not be used in classroom work. Neither has she had the knowledge or experience necessary to insure a successful garden. Then, again, it has been considered that the chief purpose of the garden was to demonstrate scientific principles of plant culture, most of which could be illustrated in a poor garden about as well as a good one; the farmer, on the other hand, has measured the success of this work by the appearance of the garden, as have the children usually, and rightfully so. As a consequence, school gardening has been considered of little value by either pupils or parents.

That school gardening has a great value in the elementary grades is true for several reasons, chief of which is the means which it provides for demonstrating scientific principles of plant culture; we cannot accomplish this, however, unless we change our plans for the work. As long as the average school teacher attempts to raise as good or better spring or summer garden as the farmer of her community, who makes it his business, the garden is doomed to disrepute; it must either be abandoned and experiments for demonstration purposes carried on in other ways, or a new scheme devised whereby the garden at school will deserve the respectful attention of the farmer.

This can be done, it is believed, by giving the garden a place of importance in the course which it has rarely had; it must be considered as essential a part of the work of the pupils as arithmetic, and must have its place on the program; the garden must either present a good appearance as to arrangement, proper planting and cultivation, etc., or not be attempted; should it deteriorate, it loses its value and should be destroyed. A better feature yet, it seems, would be to teach the farmer something he either does not know or does not practice about

vegetable gardening. This seems difficult, but authorities tell us it is not. For instance, the average farmer does not use hot beds or cold frames; he does not get out such plants as cucumbers, watermelons, etc., as early in the spring as he might by pot planting; he has little or no winter garden, which is possible in Louisiana with about the same effort required to raise a spring garden. If the school will attempt these things, which he does not practice, it will not have to stand as a rival of his spring garden, usually to its discredit, and it will serve to demonstrate that there are things of material value about gardening that he does not know. The principles of plant growth can be as well illustrated in a winter garden as in a spring garden.

This is the purpose of the course given here. It is not proposed to plant spring and summer gardens to be left to the grass and weeds at the close of school and which will compare unfavorably with the best gardens of the community, but to demonstrate the possibilities and use of cold frames, hot beds, early pot planting, and the winter garden. If such can be done, the school will be of real service to the farmer in a direct way, as well as teach his boy that there is a reason underlying all the farmer does, if he does it right.

The first avowed purpose must be to succeed in what is attempted; if a garden is planted, it must be a good one; if the hot bed and cold frames are to be used, they must produce the earlier vegetables. No scientific knowledge gained by the boys will atone for a disreputable garden in a community where one's reputation depends largely upon the appearance of his fields. It must be planned for, and worked with the same conscientiousness which a teacher gives to reading, or any other school subject. It should have as its first aim to teach people of the community that they can have vegetabls all winter, a variety of them, and that they can have tomatoes, melons, etc., much earlier in the spring than they have been accustomed to have them. That should be its aim with reference to the community, so that the subject will gain a place in school work; with the pupils, the aim should be to demonstrate principles of agriculture studied in class; they should be aware of the first named aim and will take greater interest in the work if they know the purpose is to do something their fathers have

not been doing. The other aim should be incidental and secondary in the minds of pupils but important to the teacher. If, by this means, we can gain the respectful attention of the citizens and boys, agriculture will soon assume the place it deserves in the schools.

As may have been assumed by the foregoing, gardening must not be attempted by a teacher who is not qualified to teach it as outlined and who is not impressed with its importance. It would be better to omit the subject from the course rather than belittle it. The size of the ground, condition of the fence, quality and condition of soil, number of boys, equipment owned or available, attitude of parents, garden practice of the community, etc., will all be determining factors in deciding what and how much shall be attempted in each community.

For the purposes set forth, a small garden will serve as well as a large one, the size being sufficient to allow for possible replanting or planting of additional quantities; the fence must be stock proof; the soil must be put in such a state of cultivation as to insure success, and must be fertilized to its best production; there must be tools available for use at the time needed, and there must be means of insuring success along all lines before attempting the work. A resourceful teacher will provide these means, almost regardless of the condition she may find at the school, if her heart is in this kind of work; if it isn't, she will fail anyway.

The equipment should consist of hoes, rakes, weeders, spades, a wheelbarrow, manure fork and such other things as may be had, depending upon the number of boys. In large schools where a horse and plow may be had, there might be added certain tools to be drawn by the horse.

This course does not propose to outline the scientific work to be attempted in the sixth and seventh grades; little can be done in the sixth, and the agriculture as already outlined for seventh will run parallel to this work. The two grades should work together in the garden and boys of sufficient age from fifth or even fourth grades should be allowed to enter this practice work; they may get the habit of correct culture without understanding much of the theory for it. Pupils of the

seventh grade will carry on a scientific study of agricultural principles.

Children must keep account of time and expense; the profit or loss to be determined.

Making the garden.—The soil must be put in first-class condition early in the fall; weeds and grass turned under well and allowed to decay before pulverizing the soil for planting. Every foot of the garden must be broken, up into the fence corners, around stumps, etc. Before planting, the soil must be free of trash of any kind and thoroughly porous and pulverized to a considerable depth; in fact, this condition must exist immediately previous to the planting of any bed. Pupils will have learned the first lesson in all kinds of cultivation when they learn this; they will also learn that the land wasted by most farmers by turn rows, fence borders, etc., totals a good amount and adds to the unsightliness of the field.

Seed should be carefully selected and thoroughly tested for germinating qualities before planting; this is also essential. They may be bought from reputable southern seed houses or a few may be had from the departments of agriculture, state and national. In any case, the quality of the seed must be assured, and the varieties planted that are known to be adapted to the purpose and soil.

As many of the following vegetables should be planted as seem to promise success: cabbage, lettuce, turnips, rutabagas, radishes, spinach, mustard, onions, shallots, culiflower, marrowfat peas, celery, parsley.

Many of these are raised by farmers of the state, but few of them attempt to have them out the regular season. Nearly all can be raised during winter months in almost any part of the state in the open; in any part, with little protection from extreme temperatures. Some of these vegetables, while of great value, are little known in certain localities. It would be quite a service if we could introduce into a community one new vegetable which added to the fare of its citizens during months when there is usually little enough from the garden.

It is impracticable here to give instructions for the cultivation of each of these vegetables; the teacher will already know, before planting them, the kind of soil they prefer, and the conditions necessary for their growth. She must provide such

means as may be necessary for the protection of any of them during coldest weather. Little cultivation or attention to plants is necessary in the winter, except to protect them from extremes of temperature; this must be done, or it is useless to attempt the work. The use of cold frames can be demonstrated in this case as well as in the case of plants set out early in the spring.

The hot bed as a means for providing farmers with early cabbage, tomato, pepper, and other plants; furnishing early cuttings for sweet potatoes, and as a means for raising such of the vegetables, heretofore mentioned, as may not grow readily in the community, is one of the best features of the school garden. If we can get farmers to consider hot beds just as important as farm implements we would increase the influence of the garden as well as add to the table fare. The boys of the tool work class, if there be one, will make the frame work for the bed; if the boys are not able to do this, the teachers can have some man of the community prepare the structure. Great care must be taken to make the bed itself suitable for its purpose; it must have the right proportion of manure of the right age; the soil must be in right quantities and of the quality suited to the plants which it is proposed to raise. It would certainly be unwise for a teacher to attempt to have a hot bed without having had experience with one, or have expert advice easily available. Better omit it entirely.

In connection with this school gardening, it would be an excellent idea to supply the community with early plants from the school beds for their gardens; a charge might reasonably be made. The school should, as a proper and essential function, test seeds of the community, all kinds, for their germinating qualities; it should serve the community in as many other ways as possible by performing services which the farmers, individually, are unprepared to do.

Instead of individual plots in this work, it would perhaps be better for the purpose in mind to have the class work together as a group. Recent observation has proven that excellent work may be expected in this way, and it would likely prevent the occurrence of unsightly patches in the garden, caused by careless pupils.

For laboratory (indoor) work for sixth grade, nothing given here will equal what may be had from the reprint from the

Year Book, U. S. Department of Agriculture, 1905, entitled "Illustrative Material in Rural Schools." It is free and contains the most valuable suggestions and instructions as to what can be done in a small rural school, together with lists of apparatus, costing little or nothing. No school can afford to be without it. The suggestions contained in it along the line of scientific principles will serve as an abundant supply for this sixth grade.

For the study of scientific agriculture in the seventh grade, the adopted text, in addition to pamphlets indicated herein, will be found sufficient for reference. The outlines for this subject in the course now in use are excellent and should be followed as closely as is consistent and practicable.

References: Texts on gardening; bulletins from U. S. and State departments of agriculture (most valuable); most aid will be received from study of garden practices of the community and the possibilities of their improvement. Texts in agriculture will furnish all suggestions necessary in teaching the scientific side of the subject.

PHYSIOLOGY AND SANITATION.

The texts now in use should be followed, but the subject carried through the fifth grade only. This can be done by eliminating much of little value to pupils. The work, however, should be planned and taught from the point of view of applying the facts learned by the class to conditions existing at home, at school, or in the community; whatever seems to have little bearing upon either of these might well be passed over lightly, with the exception of a knowledge of the structure and functions of the most important organs of the body.

An important part of this work should be the teaching of the health and sanitation laws of the state and the rulings of the State Board of Health; such knowledge will be of far more actual value than a memorized statement of the circulation of the blood or a detailed description of the process of digestion. Teachers should be careful to draw the line distinctly in their own minds between what is of real immediate value to pupils as coming citizens and what pertains more particularly to the experts (physicians).

In addition to, or in place of, what is suggested in the texts, pupils should be well informed about the following: The housefly and other insects as carriers of disease and infection; methods of eradication; how infection comes about, how to disinfect home and premises; symptoms, causes, prevention, treatment, and seriousness of tuberculosis, typhoid, hook worm, and other common and severe contagious and infectious diseases; plans for sewer systems, value of them; proper location of wells, toilets, etc., as applied to homes of the community; sources of impure water; general farm sanitation; dangers of patent medicines, etc.

DRAWING.

It is not thought advisable to set aside a recitation period for drawing in the rural schools; neither does it seem best to outline a course of study for this subject independent of other work. This does not mean, however, that drawing is considered of small importance; it is an essential part of the work in any course. It will perhaps receive as much attention, it is believed, by being taught incidental to other subjects, as if it had been assigned a period to itself and had a separate course, and will even have greater value.

Community Study will furnish the means for much drawing, almost enough for the course, if carried out as planned. The maps, illustrations of plants and occasionally of animals, sketches of sites, etc., furnish a strong motive and an excellent means for drawing.

School Gardening will also provide for much drawing. The garden plot is to be sketched and mapped out for the season's work; illustrations of implements, vegetables, etc.; plans for hot bed, etc., will all require work in drawing.

Household Practice is rich in its possibilities for drawing; patterns must be made; sketches for decorating and beautifying home and grounds; designs for furniture, curtains, carpets, etc.; designs for dresses, hats, etc. There will be discovered many opportunities for having the girls develop skill and originality in drawing incidental to the regular work of this subject.

Tool Work itself will be largely drawing. The plan for everything made is to be drawn before the work begins; almost every lesson will be in part a lesson in mechanical drawing, the kind of most interest and value to the boys; they get little of it in the regular course now; it would be better to have the art side of the subject somewhat abbreviated than to have the mechanical side omitted, as at present.

The foregoing are simply suggestions which any good teacher can use in a way that will give her pupils as much drawing as they now have and as the subject deserves. Some days there will be need for little or no drawing; other days the major part of the recitation will consist of sketches, plans, designs, etc. The subject will thus receive its due attention in this way.

MUSIC.

Singing should be an essential feature of all school work. The technique of music hardly seems of enough relative value to be entitled to a place in rural school work of elementary grades. Some of the theory might be taught incidental to the rote songs learned, but as a technical subject it has been omitted from this course.

There is provided a period each day, however, when all the pupils of the school will sing songs; it will develop voices, and act as a regulative of conduct. That is as much as is herein provided for.

The teacher is to have pupils learn many songs by rote; songs that appeal to the interests of children of the ages of those taking part in them, and relating, as much as possible, to their experiences and environment; these songs may be had from the present texts on music and from many other sources. If the community has a song or songs, provincial in character, they would be taught also. In any case, the children should sing each day as suggested.

TOOL WORK.

For Boys Between the Ages of 12 and 18 Years.

The object of this tool work is not to train for the trades

nor lead to mechanical pursuits; it is simply for the purpose of teaching the boys to become efficient in handling only the ordinary carpenter's tools, to the extent of being able to do whatever tool work may later be necessary for them to do on the farm in a substantial and creditable manner. By constructing whatever is within their ability to do, among the needs of their school, they should acquire this skill to some extent at least; by maintaining fences, outbuildings, etc., in good repair at school, they should have formed the habit of keeping up the same things at home. A boy who has had tool work of this kind for a year or two will be disinclined to pass through the front gate at home several times a day when it hangs by one hinge: he will be as much hurt by seeing the panels of fence around the yard lean to one side and the other as he will to see the corn taken by the grass.

This habit of desiring to maintain everything on the farm in repair is one of the chief aims; another is to be able to discern between substantial and poor construction; if not able to do everything needed on the farm, he should at least know the characteristics of good construction work.

Besides the foregoing, tool work at the school should, to some extent, satisfy the boy's normal desire for activity along useful lines. The school will thus get improvements which in many cases it would do without, or which would cost the school authorities considerable money. It might also often develop or cultivate tendencies of that occasional boy who has no taste or ability for abstract things, in books, and induce him to go where he can get proper training for mechanical pursuits.

Tool work of the kind indicated cannot be successfully done in schools where the teacher has not had some training in the use of tools; to be valuable, the teacher must know the qualities of good construction and have some considerable skill in the use of tools. Every rural school, however, should have a set of tools and use them as best they can; it can hardly be called training, however, when the teacher has little knowledge of either the skillful use of tools or the character of good tool work.

It will be found advisable to use the last period of the afternoon for this work; perhaps the girls of the school will

at the same hour be doing something in the way of sewing or cooking. Much freedom of movement and speech should be allowed. Ordinary classroom regulations are not applicable to this work.

Since the aim of the practice is not to develop skilled mechanics nor lead to the trade of carpenter, the technical or scientific side of the work should not be stressed; skill in the use of tools, the ability to recognize good work, speed in the use of tools. and the habit of desiring to see everything about the place in good repair, are the chief aims. However, whatever technical knowledge may be necessary, at times, for the work at hand, should be given, incidental to such work and for the sole purpose of aiding in the particular piece of work being done. It seems doubtful whether such technical instruction should ever be given in this course apart from such immediate need.

It seems advisable, in introducing this work into the elementary grades, not to classify boys according to grade, but to allow all boys of sufficient age and maturity to enter the class; the work should also be optional until its value is realized more fully by pupils and parents.

The material should consist of whatever kind of lumber is available and most commonly used in the community. The parish school board will likely pay for whatever lumber may be used in repairing and constructing buildings and furniture for the school; pupils themselves should pay for whatever materials may be used in constructing such things for use in their homes. It might be found that some saw mill of the community would take enough interest in this work to furnish materials, since the value of them will not often be great.

If the school is in need of few repairs or little construction work, the work hour should be utilized in making things for the homes; the tools should be used every day for about the same length of time in any case. If there is little demand from homes for work. there might be made models of fireless cookers, sinks for kitchen use, etc.; things that farm homes need but are not usually supplied with. In this way, their use might be encouraged.

The cost of this work need not be great. While a ready-made workbench might be best for beginning, yet an inexpensive

bench might be made by the teacher and boys; if their ability is not thought to be sufficient for this at first, a long plank laid across the tops of desks might serve for a while, pupils standing in the aisles.

The amount of tool equipment may be determined by referring to the following:

General tools: bit brace, set of augur and gimlet bits, set of chisels.

One for each four to six boys: 6″ try square, marking gauge, 20″ cross cut saw, 20″ rip saw.

One for each two to four boys: 14″ jack plane, 12 oz. claw hammer, 1″ chisel, 10″ back saw, jointed ruler, hatchet, oil stone.

The above is about the minimum equipment with which it may be expected to do much work; it would be better if some of the following could be added: T square, screwdrivers, bevel, spirit level, cold chisel, wood rasp, hand ax, drawing knife, grindstone and other tools needed for the particular kind of material or the particular piece of work at hand. The teacher should select the list of tools.

Suggestive work: Tool racks, walks, fences, steps, sheds for horses or transfers, outbuildings, benches, shelves, tables, plain book cases, other cases, vine trellises, cold frames, hot beds, gates, ladders, hitching racks, water troughs, plain chairs, wheelbarrow for garden use, plant boxes, etc.; reading tables, cases, ironing boards, settees, benches, swings window seats, stands, etc., for the home. The usefulness and simplicity of the article should be the determining factors in deciding as to whether it shall be attempted. Pupils should be consulted as to what they consider urgent needs and as far as possible the teacher should have such things made; pupils will soon learn to be careful not to select articles requiring skill beyond that possessed by them.

HOUSEHOLD PRACTICE.

The object of this course is to teach girls of rural and village communities what may be done in the way of improving the present methods of cooking, sewing and general housekeeping, and how these things may be most efficiently and econom-

ically done. The same work would be equally valuable for girls of towns or cities, and it is being done in many schools of the North and East. It does not propose to be a course in Domestic Science, for the scientific side of sewing and cooking will receive little attention; girls of the age of those who will take this course are not mature enough to understand the reasons for many excellent household practices which they may learn to follow with skill and precision. It is more a course of simple instruction than one of scientific value. They can be taught to do practically everything about the home in the way of sewing, cooking or housekeeping without understanding that there is a science underlying them. Our best housekeepers of today are simply skilled in the practice without knowing the science. To be sure, the scientific and economic side is valuable and should be learned later, and will be, perhaps, in the high school course; a short course of this kind would likely induce many girls to take a high school course who would otherwise never appreciate the possibilities and value of such a subject. We believe that the scientific course following this practical course will prove more valuable than it would be otherwise, because the natural method has always been to follow up the art with the science; a science is unknown until the art has developed.

While many suggestions are given as to what might be included in the course, it is understood that the teacher will make a study of the community, as to the general knowledge of housekeeping, and make such selections from among the things herein suggested as will best supply the most important needs of the home; for instance, it will be discovered that in certain communities the cooking is quite good, but few know much of sewing; another community may have the conditions reversed. In some localities, the housekeepers understand how to care for milk and make good butter; another community in the same parish may be lacking in this knowledge. The teacher must give time and stress in proportion to the need of the particular topic or phase under consideration, as applied to her particular community.

It is necessary to observe much caution in dealing with these subjects in order that housekeepers may not receive the impression that the teacher thinks them ignorant; she might speak of her methods as simply "another way of doing it."

As in the case of tool work, no teacher should attempt to teach this work unless she has had some considerable training for it; while the scientific side need not be taught to any extent, yet it is necessary for the teacher to know much of the science in order to direct practice along scientific lines; this refers particularly to cooking. In the sewing and general housekeeping, a scientific knowledge is not so essential. Teachers can get many suggestions and much help from texts on home economics, bulletins, courses of study, recipe books, etc.

This work in household affairs should accompany and parallel the tool work for boys; two separate teachers are desirable for the two subjects although the same teacher may do the work quite satisfactorily by alternating each day's work. The last period of the afternoon is perhaps the best time of day for work in each of the two named subjects; while the boys are working with tools the girls might be doing their work in cooking, sewing or other household matters.

The value of this subject for girls and the permanency of it in the elementary school course depends largely upon the extent to which it is carried into the homes of the community and practically applied; in fact, in selecting divisions or topics for study, the teacher should be guided, to a large extent, by the probability and ease with which such may be taken into the homes. If this were a scientific course, such adherence to the purely practical would not be possible nor advisable, but in this elementary short course, where time is an important element, and which it is hoped will lead girls to desire the longer, more technical course of the high schools, as well as cause their parents to feel sympathetic towards it, the value of everything taught should be measured to a considerable extent by its direct influence in the homes.

It seems that the first year of the inauguration of this new course it would be desirable to have parents, mothers in particular, come to the school often and get in touch with the work. Teachers might plan special occasions often for them; a plain luncheon after the girls become somewhat proficient in such cooking; the demonstration of some labor or drudgery saving household appliance, or some other special feature might serve as an opportunity to get mothers into the school. This might ward off much possible criticism from well-meaning per-

sons who think the school is a place for nothing but books.

Good work can be done with little equipment. In fact, the absence of all equipment need not deter any resourceful, qualified teacher from undertaking some work along this line. The instructions or directions can be given at school for many matters connected with the management of a household, and their application made at each girl's home, a report being made to the teacher the succeeding day as to the results. There are some features, however, which require such minute and close suprvision to insure success, that, in the absence of equipment, should be omitted entirely from the course. It might be said that a small equipment, costing from ten to thirty dollars, will provide the means for demonstrating nearly all of the principles included in the course. The essentials for this work will differ slightly, perhaps, in various communities as the topics taught will differ, and as the peculiar needs of the community seem to demand. The following might be said to be essential:

No. 8 wood stove, ordinary kitchen utensils and a few dining room dishes, Babcock milk tester, and home-made fireless cooker. Tables for use may be improvised; for fuel, the wood for heating purposes may be cut to size.

In addition to the equipment just mentioned, the following would be very desirable: two-burner blue flame or alcohol stove, with glass door oven, model pantry for storing away dishes and supplies, sink, kitchen table, dining table, set of dining dishes, milk pans, churn, sad irons, brooms, mop, ironing board, utensils for laundering, including patent wringer and washing machine if possible; scissors, needles, thread, patterns, darning gourd, small quantities of supplies for cooking and sewing, etc. This list is merely suggestive; the teacher in charge should add to or change this in any way that seems to the advantage of the work in her school, or that the limited funds at the disposal of the school may demand. In many cases, where equipment might be needed but a short time, some home of the community might supply it; as was stated at first, an abundant equipment is not a necessary condition to good work and any teacher who is determined to make a success of it, can do great things with little or none. In selecting whatever is to belong to the school, the peculiar adaptation to the conditions existing in the community should largely determine its kind and nature.

The food supplies necessary for the small amount of cooking to be done can no doubt be had from citizens of the community without charge, especially since the product will belong to pupils after being cooked. It might become necessary at times to purchase small quantities of food, not common to the community, but, as may have been inferred from previous statements, the work of this kind is concerned almost entirely with foods common among the people of the locality. The materials for sewing might consist of scraps of cloth left over from articles of clothing of the girls constituting the class, new articles of apparel, or occasionally it may be necessary to purchase small quantities of materials; the needles, etc., for this work can likely be had from homes of pupils as easily as the cooking supplies.

SIXTH GRADE:

Cooking.—Proper preparations for cooking a meal: sufficient supply of fuel convenient; collection of utensils to be used; all materials prepared before fire is kindled; entire meal planned before beginning any of it; time for setting the dining table; clean up as they go; how to utilize time in the kitchen economically; how to save fuel; how to make good fire; how to care for stove and get right heat in oven; how to estimate quantities for given number of persons; what to do with left-over food; other general directions covering the planning and preparation of a meal. Teach how to cook eggs in several appetizing ways; how to test for freshness; how to keep them fresh. Teach methods of preparing and cooking in a variety of ways the simplest farm products: potatoes, rice, grits, sweet potatoes, garden vegetables, fruits of the locality; biscuits, pan cakes, corn bread, bacon, poultry, etc. Methods of arranging dining table and serving; simplest and most commonly practiced forms of correct table usage. Instruction in the serving of such products as may be eaten uncooked. Each lesson should be repeated, if necessary, until the practice is assured. Frequent reviews in the way of rival divisions of the class cooking and serving for each other, or of serving for parents and visitors. Give special attention to the preparation of cold lunches, what they should consist of, what should be omitted, etc. It will be found valuable to have cold lunches prepared quite often at the school for pupils themselves; in

some cases, it might be the regular practice; this plan is heartily commended.

Sewing.—The art here can be best and most thoroughly learned by teaching it in connection with the making of articles of clothing for use in the home; it would seem unwise to teach any of the technique as an end within itself; it should come incidental and as a necessary preparation to the construction of something the pupil wants to complete. It may be nothing more than a handkerchief or napkin, but the point is that stitching, hemming, patching, etc., should be incidental to the accomplishment of something of immediate value to the pupil. We might mention, in addition to the two named above, towels, pillow slips, aprons, plain underclothing, doilies, quilt squares etc. In connection with such articles, they might learn overhand, running, back stitch, blanket stitch, short and long basting stitches; hemming, gathering, stroking gathers, sewing on bands, overcasting; sewing on buttons, hooks and eyes. Much practice should be given in the various new principles, until pupils are skillful in their use. Bringing work from home should be encouraged, if it is of such a nature as pupils can perform. Keep ever in mind the utility of the article under construction and its probable contribution to the welfare of the child or home.

Other material: how to clean rooms, make beds, arrange furniture, hang pictures, clean windows, launder simple pieces of clothing, use of washing machine and patent wringer, (rob washing of its drudgery); importance of cleanliness in handling of milk, how to accomplish it, importance of thorough milking, utensils to be used, use and value of aerator, Pasteurizing, sterilizing, advantage of shallow and deep setting of pans, how to make cream rise, use of milk tester and value of it, how to ripen cream, how to churn, take up and work butter, its preservation, etc. Such other simple practices relating to the ordinary activities which farmer girls have to do as may appeal to the teacher as valuable. Care should be taken to leave over to next grade such topics or phases as may be better understood or more highly appreciated. Enough material is indicated here to provide abundant work for the session for this grade. It will be found necessary to illustrate many of the principles herein suggested at the pupils' homes where teacher and pupils might go in a body; volunteers may be called for and caution observed

to leave no impression that the home is not well kept. It will often be found, too, that it will take a week to get a fairly good practice of a one day's instruction.

SEVENTH GRADE.

Cooking.—Nutritive value of eggs, their digestibility; how to cook the fresh, dried and cured meats usually eaten, game of the community, fish; continue practice in making biscuit, pan cakes and corn bread; teach how to cook light bread, waffles, light rolls, simple and inexpensive cakes, etc. Give considerable attention to making menus for the three daily meals, giving some idea of how to preserve a balanced ration, what is better in hard work season, in leisure season, in spring, summer, autumn and winter, as well as at morning, noon and night. Give practice in making cuts of meat, and selecting young fowls, good food stuffs that must be purchased. Continue teaching of how to prevent waste of time, fuel and food; cooking just sufficient quantities for a given number of persons; the relative values of stewing, baking, boiling, frying, etc. The pupils should add to their lists of recipes and instructions on this subject, such things as they may have learned and tested. No recipe should find a place in their books that has not been given a thorough test and proven good.

Sewing.—Continue the practice on simple articles of dress and household sewing; teach French hemming, and feather stitching, single and double; much attention to mending, patching, darning, piecing, and cutting from simple pattern; show how to match figures in patching, the circular, oblong, triangular, half moon, etc., patching; teach all other simple technicalities necessary to the doing of whatever ordinary sewing may be essential in the home. The garments to be made might include, in addition to a continuation of the kind mentioned for sixth grade, skirts, sleeves, collars, linings, waists, plain dresses, etc. Dresses for any and all of the public occasions for the school should be made by the pupils of this class, in so far as such work is beyond the ability of the class needing them. All kinds of simple home work should be done. Girls can learn something relative to value of dress goods, styles, adaptation to complexions and figures, harmony of design and color, economy in buying, cutting, making, etc. Continue to work in all legitimate ways for that sympathetic attitude on the part of

parents that is necessary for the permanent success of this subject in the elementary schools.

Other Work.—The constituent elements and food value of milk, the use of cream separator, ways of using milk in cooking; taste in selection of furniture, kinds of pictures suitable for different rooms, cleaning furniture and clothing; more difficult laundering; the use of more labor saving appliances; other principles and practices pertaining to general housekeeping. The teacher should study the home needs of the community on her visits and attempt to substitute new methods for wasteful, unattractive, or unsanitary ones.

References.—Courses of study and texts in Domestic Science; bulletins of United States Department of Agriculture relating to the home and home economics (there are many of them); pamphlets from State Departments of Education in Nebraska, Maine, North Carolina, Iowa, Virginia.

COURSE IN COMMUNITY STUDY.

The compiler of this course of study assumes that next to the "three r's," the tools with which one must unlock whatever storehouses of knowledge may be within his reach, this study of the home community is most important. If it be true that the educated man is not a person full of mere information, but one with ability to analyze whatever conditions may confront him in actual life, know the relation and force of the various factors going to make up this condition, their relation to each other and his relation to them, knows what he must do in order to make this condition contribute to his and his community's welfare, and is able to do that thing, if this be true, then education is gained most largely by a thoughtful study of the life that lies around one, in which he moves and has his being. As he gains knowledge and experience there, understands better and better the relations existing therein among all the many various factors making up the life of the community, he becomes better educated. This is what has happened in the case of the self-made man, except that he has gained his experiences and knowledge in a less sequential manner than is possible in a school course. From the time when he first

became a co-worker of the community, his mind has been occupied with little else than solving the everyday problems of acutal life. Human development, up to the time of formal school instruction, has been accomplished in the same manner. Whenever man's mind is concerned with immediate and vital problems, it acts with concentrated attention and results in education.

Teachers will observe that this study contains much of history, geography, drawing, composition work, arithmetic, etc., as well as affords opportunity to introduce literature about the things studied. We believe that enough of several of these subjects for practical use, in the lower grades, can be gained in this incidental manner. The fact that they are incidental need not be reason for their being passed slightly by, however. Have pupils read all passages of literature very closely related to the things studied.

It is suggested that teachers read the entire course and study it carefully before attempting to teach it; many of the suggestions contained herein have a bearing on other grades than the one in which they are found; a teacher's judgment is the best guide as to how far she may follow this course of study; certainly, not slavishly as to detail, and yet closely, as to the general principles. Local conditions, the nature of her community, the attitude of the people, her facilities for such work, time available, etc., will determine to some extent the selection of topics and the method of treatment. It must always be treated in a live way and must relate vitally to the welfare of the community to find a place of value in the school work.

It is assumed here that the school is located in either a farming or lumbering community; where such is not the case, a teacher must first understand the guiding principles and purpose of this work, and then make such individual application of these principles as the industries and activities of the community may call for.

Since the pupil's ability to do the work of the several grades as outlined is not so much dependent upon his literary education as upon his age and maturity, it is suggested that larger pupils of lower grades be allowed to enter this study.

It is also suggested that the information gathered and

such conclusions as may seem important to the community, be made the public property of the community. It will be educative to many of the adults to know many of the things herein called for.

FIFTH GRADE.

For Home Study and Study Period Work.—Lists to be made of native trees, shrubs, vines, flowers, grasses, weeds, etc.; lists to be made of birds, insects, wild animals, fish, reptiles, etc., including all native forms of animal life. These lists should be prepared on specially arranged sheets of paper, having columns to show the chief characteristics of each animal or plant; they should be made in such form and and with such care that they may be filed as permanent records in the school of each pupil's work along this line. A resourceful teacher will be able to invent proper forms for these records. The value of this work lies in its being individual and accurate. No pupil should be allowed to place on his list the name of anything that he has not a definite and *first hand* knowledge of as existing in his school community. He can not place the cypress tree on his list, for instance, whether it belongs there or not, *unless* he knows from *observation* that it grows there. Obviously, every list will be different, for no two pupils will know exactly the same things, and in this fact lies one of the chief values of such study: it will inspire every child to become personally acquainted with the plants and animals of his community; it will also likely develop that the otherwise dull pupil will be found proficient in his knowledge of nature. The common name for plants and animals is to be preferred.

These lists of individual pupils are to be kept in good condition and filed with the teacher at the end of each session; they are to be added to by the same pupils each session, as their knowledge becomes more extensive, until the end of the course in community study. At the close of each session, large charts, showing the sum total of all the names listed by all pupils, will be prepared in good form by pupils and teacher, jointly, for posting on the walls of the school room, such list including practically all of the names that should belong on them. Specimens of plants gathered by the pupils should be placed in a case.

Weather records should be made and preserved by pupils

of this grade. Observations should be made at stated times each day, morning and evening perhaps, giving condition of the sky, direction and estimated speed of the wind, temperature, humidity, rainfall determined by gauge, etc. These results are to be tabulated in good form as has been suggested previously.

This grade should also gather historical data of the community from original sources; it should be written out in good form to serve as a text in local history, each pupil's account differing as his opportunities for gathering this material differed. Such material should be obtained chiefly from the recollections of older inhabitants, and should cover condition of the country as to roads, timber supply, trading posts, means of transportation,, industries, methods of cultivation, tools and implements of labor, population, churches, schools, lack of rural conveniences, etc., etc., all tending to show accurately and in great detail the social, political, industrial, and economic conditions of previous times. There should be little effort at this time to make philosophic deductions from these bare facts, but they should be complete and accurate enough to make such deductions possible at a later period of the child's school course. Biographies of interesting and important persons should be obtained; places of former interest or importance visited, maps drawn showing earlier conditions, etc. Here, as in previous work, each individual's compilation will differ from his classmate's as his opportunities for gathering it differed. Individual and accurate work must be obtained if the results are to be had which it is expected this work will produce.

Teachers must exercise care and foresight in planning for all of this work day by day so that not too much will be demanded of pupils and so that it will have a continuity about it. If it is haphazard and each pupil is not compelled to keep up his proper portion, nothing worth while will result.

For Recitation Work.—As far as is profitable and possible, the economic value of each plant and animal listed day by day should be studied and discussed in recitation; some are an advantage, others a disadvantage to the economic welfare of the community; the geographical distribution should be noted; their habits and the conditions under which they thrive best learned,

similarities or dissimilarities to other plants or animals observed and commented on; means for either propogating or retarding the propogation of such plants or animals as may be objectionable should be known; drawings made of all plants and animals listed, etc., etc. Resourceful teachers will discriminate in selecting such topics for discussion in recitation as promise the greatest value; they will also find occasion to add to the topics herein mentioned. It should never be lost sight of that the object of this work is to extend the experiences of the child, lead to intelligent observation, and result in knowledge of some economic value. The relation of the plants and animals listed to the health and prosperity of the community should be properly stressed. Many times names of unimportant plants or animals will be passed over with little comment, the judgment of the teacher determining to what extent each shall be studied. The maturity of the children and their natural interests will also be a strong factor in determining what shall be studied most; it should also be remembered that this work continues through several grades and phases of the work too intricate or abstract in this grade may be profitably postponed until later.

The recitation work on weather records should prove very profitable. Besides the records previously called for, pupils should have recorded time and amounts of hail, snows, frosts, storms, etc. At the close of each season and session, summaries of the weather conditions for the season and year should be complied, showing the total rainfall, number of frosts, etc., together with comments as to whether they were seasonable or otherwise. After such study has been in progress for some time, weather forecasts for the succeeding day should be asked for, and the reasons for such predictions clearly given. Special attention should be given to the relation existing between weather and crops; this is the chief value of the study. (What crops will be helped or injured by a rain today? A frost tonight? The high wind of yesterday did what damage? Were weather conditions favorable for the turnip seed planted yesterday? etc.)

Recitation work on the data gathered on historical topics will consist of a study of the factors that have been important in developing the community to its present condition. Each fact chronicled has either favored or retarded the progress of

the community in either a social, political, industrial or economic way or in several ways; each person of importance has contributed his part in the same manner. In so far as the maturity and interests of the children of this grade will justify, this kind of study will receive attention. It is the only real value that attaches to any history study, and it will later be found that the same factors that have acted in the home community have also, in a larger way, perhaps, been factors in the development of the nation; community history, then, is but a type of all history. As has been previously suggested, phases too deep for these children should be passed over at this time; their reasoning power and ability to make deductions with safety and accuracy is not great. It will likely be discovered that the contribution of people (biographies) will be of far greater interest, and therefore of value, than have other factors.

The proportion of time allotted to the subdivisions of nature study, (plants and animals), weather, and history will be determined by the teacher and will depend upon their relative importance, the interests of the children, the amount of time available, etc. It should all be "Community Study" to the children without their attention being drawn to the various subdivisions of it.

SIXTH GRADE.

For Home Study and Study Period Work.—The lists of native plants and animals called for in the previous grade are to be added to as pupils discover at *first hand* new specimens for their individual lists. Of course, since these lists have been practically completed already, there will be only occasional additions. Interest in the matter should not lag, however.

Weather records as suggested for the previous grade are to be continued; the form might include more extensive facts. Weather maps, showing distribution of frosts, heaviest dews, etc., might be made.

It will be found necessary to gather little historical data during this session as the previous grade has likely covered the ground pretty thoroughly; however, this grade should fill in any omissions of the previous grade, following the suggestions given heretofore.

This grade should begin the making of scale maps along several lines, covering the social, political, industrial and econ-

omic status of the community. The information for these maps should be gathered out of school and will include data concerning crops, industries, factories, railroads, roads, navigable streams, transportation, live stock, churches, schools, political divisions, etc., etc. The maps should be made during study periods, as follows: (1) One showing physical configuration of the school community, drainage, streams, swamps, waste land, points of natural interest, etc. Colored crayons might be used to best advantage here. (2) Another showing merchantable timbers, with kind, quantity and proportion of each kind indicated; other natural resources. (3) One showing timber, not merchantable, cultivated land, open tillable land, pasture land, etc. (4) Another showing the roads, railroads, school, churches, stores, postoffice, saw mills, cotton gins, residences, navigable streams, boat landings, other industries, etc. (5) One showing areas and exact location of staple crops. (6) Another showing live stock census. (7) One showing distribution of human population with exact census of them. Other maps along similar lines will suggest themselves to teachers; they may find it advisable to subdivide some of the features suggested above The first aim in this work is the acquisition of accurate data; these maps must be true in scale and accurate in every respect, except where "approximate" is stated. Approximations should be allowed in only such cases as it is found to be extremely difficult or impossible to get the facts. This work of making accurate maps of the kind indicated will occupy the greater part of the pupil's time in this subject this year. Teachers should not demand enough of pupils to tempt them to slight the work. Accuracy and pains must mark every step of this phase of community study as it is to form the foundation from which will be deducted general principles which we hope will guide these pupils in their adult life there.

For Recitation Work.—The economic value of plants and animals will continue to be studied as has been previously suggested; phases of this work, too abstruse for the previous grade, will receive attention now. The same discrimination on the part of the teacher in selecting from the many phases that may suggest themselves, those of greatest value, must continue to be exercised. This subdivision will require but a small portion of the time of the grade.

Deductions from the weather records, as have been previously suggested, should be more acurate and far reaching. There is little danger of covering the same ground twice in this work, since the old farmer, in his many years of observations, has never yet learned to understand the weather. Every weather change should be studied in its effects on crops and vegetation. After any radical change in the weather, such a study will be more interesting and valuable. Pupils of this age can study cause and effect as well as adults, where the concrete examples lie before them.

Such features of local history study as have been postponed until now may be taken up and completed. Pupils should understand fully the factors, with their relative value, that have contributed to the development of their community, as well as those factors that have retarded, or now retard, its progress. The purpose of this study is to make better citizens of these pupils, young men who can and will contribute their parts in a greater and more intelligent way. Not much time will be required to do this division of the work.

The most important portion of community study this session will be in connection with the scale maps heretofore mentioned. Every map, every fact or feature indicated in the map, will be found rich in suggestiveness for a study of social, political, industrial or economic conditions. How has the physical configuration added to or interfered with the development of this community in any respect? Have the natural resources had much to do with its present condition? Questions like these suggest a splendid field for valuable study. They naturally arise at every step in the work, so it is unnecessary to indicate further as to the procedure. The maturity of pupils, relative importance of thing studied, and their probable future importance will determine, largely, the amount of time to be given to the various items. If the locality might more profitably support industries, factories, etc., whose value and importance are not yet realized, these relatively unimportant features will be stressed; if it might better shift from an agricultural to a stock raising or dairying business, whatever small beginnings have already been made along these lines will be stressed; if certain industries are carried on unprofitably or to the general detriment of the community, such fact would warrant their receiving more

attention than their face value seemed to call for. These are mere suggestions as to the fertility of the field opened up by this study. The condition of the roads and the importance in that particular community of better roads; how the railroads have affected the community; whether boat service, if there be a navigable stream, would contribute in any way to the welfare of the community; profits from well bred live stock or from high bred crop seed might be compared to those from the "scrub" kind, etc., etc. Keeping in mind the maturity and ability of pupils, the teacher can develop in their minds many guiding principles, relative to factors of growth and development, that will be of great service to them as citizens and farmers, etc.

SEVENTH GRADE.

For Home Study and Study Period Work.—Continue lists of plants and animals as suggested heretofore; these lists will require little time as they have been practically completed already. By the end of this session, pupils should have on their lists the names of all native plants and animals of the community.

Weather records and predictions should be continued as previously suggested; pupils should be able to be fairly accurate in predictions of seasonable weather and will take pride in that fact.

Scale maps as suggested for the previous grade should be continued and any omissions of that grade should now be made up. In addition, they might make maps showing by townships, and ranges, the proper location and area of every man's property; tables showing the amounts of imports and exports of the community; tables showing all the facts connected with factories of the community: name, purpose, when established, history, why so located, value of plant, number of employes, source of raw material, process of manufacture, capacity, uses of finished product, transportation facilities, etc., etc. Personal observations should be made of fine types of live stock, extra good crops, stretches of good road, improved implements, transportation facilities and methods, forest removal, etc. The two previous grades will have gathered material enough, practically, upon which to base the recitation work and study of this grade; its

time will be more largely occupied in making comparisons, deductions, etc.

For the Recitation.—A study of the economic value to the farmer of such plants, birds, etc., already listed but which have not yet been studied completely enough. The relation existing between and among plants, animals and man might receive attention in so far as it seems to be of practical value.

In the study of data furnished by scale maps, those features should be stressed which have been postponed for a more mature understanding. Pupils should know by study in the community what characteristics ought to determine the location of a farm home, its barns, etc.; they should draw valuable inferences by comparing the exports and imports of their community in staples, particularly those which might be raised at home; factory study should prove very valuable in determining whether such enterprises as are to be found really contribute such to the general wealth of the community. (It will be found at times that some of them really draw natural wealth from the community, leaving it poorer and poorer, and substituting no wealth for that taken); in connection with this study of factories, pupils should gain valuable knowledge of commerce, as it relates to them, of transportation in general, of business organization, of the dependence of other people upon their community for their products, etc. A study of the present and probable future results of forest removal upon the climate, industries and prosperity of the locality should certainly prove worth while; it should also suggest substitutions in many cases for present occupations of the people. A study of good types of live stock, roads, implements, crops, etc., would include a comparison of their value in annual income to their owners with that of the "scrub" or ordinary variety. If the right kind of study is made of these phases of community activities, pupils should begin to have very definite ideas of the place their home locality occupies in the larger parish, state, or country; they will see how they are dependent and always will be, perhaps, upon other sections for certain things; they will also see that through ignorance or carelessness, many industries that would prosper and add to community wealth, have never been established; a more accurate valuation will likely be placed on well bred stock, improved seed, good roads, labor

saving machinery, knowledge of scientific farming, the local school, postoffice and store, railroads, new industries, etc. Their attitude, as citizens, towards providing funds for roads, schools, community improvements of all kinds, will probably be assured: they will begin to know that individual and community prosperity rise and fall together, and that they are vital factors in this community. Such should be the purpose of this work on the part of the teacher in this grade.

A study of rural telephone lines, rural mail delivery, etc., should be made where such exist.

The study work of this grade should extend outside into nearby communities and to far off communities or countries, depending entirely upon the degree of relation existing between such places and the home community in either a social, political, economic or industrial way. Pupils by this time will have developed enough to discover such relationships without difficulty, having a tolerably accurate estimation of their own community's place and importance.

Stronger reason than this, however, is the fact that they are of an age when their interests begin to be limited less and less by time and space; they are adult as to their attitude towards life, people, and affairs, although without the experience of adults. Teachers will discover that the tendency of pupils of this age will constantly be to broaden out and "find themselves" out in the world. It is at this age that the boy runs away from home to learn something of the world, not bare facts so much as to learn to how he fits into the general scheme of things. This craving for new experiences and the effort to adjust himself will to a large extent manifest itself in an interest in things outside of the "here" and "now"; it will to some extent, at least, be satisfied by discovering little by little how he and his community are necessary parts of "one harmonious whole" and that the welfare of many people, at home and elsewhere, depend to some extent upon his contribution to the life of his community along the many lines of activities, social, economic, industrial and political. Whenever such tendencies show themselves in pupils, the teacher must respond to them and go out into the "everywhere" through the relation existing between any such places and the local community. This is the culminating step in education, "rising by

things that are under our feet." Pupils can never truly learn anything of other places through books, except as their knowledge of home conditions serves as an interpreter for them.

REFERENCES FOR COMMUNITY STUDY.

Bulletins and publications of State and United States Departments of Agriculture (most valuable).

Texts on native plants and animals of the state.

Publications and maps of railroad and steamship lines connecting in any way with the community.

Large atlas, text on industrial and political geography.

Good texts on botany, zoology, geology and agriculture.

About the Weather—Harrington.

Domesticated Animals—Shaler.

Geological Story Briefly Told—Dana.

Home Studies in Insects—Treat.

How to Know Wild Flowers—Dana.

Our Insect Friends and Foes—Cragin.

Relations of Birds to Man—Weed.

Nature Study and Life—Hodge.

LITERATURE RELATING TO COMMUNITY STUDY.

Bryant—To the Fringed Gentian, The Voice of the Grass, The Death of the Flowers, The Use of Flowers, To a Waterfowl, The Valley Brook, Planting of the Apple Tree, Robert of Lincoln.

Wordsworth—Nutting, The Thorn, To a Daisy, To a Skylark, The Sparrow's Nest, A Wren's Nest, Daffodils.

Whittier—The Corn Song, The Pumpkin.

Eastman—Goldenrod.

Holmes—A Song of Clover.

Poe—(Essay on Man) Nature's Chain.

Johnson—A September Violet.

Wilcox—God Everywhere in Nature.

Aldrich—Maple Leaves.

Steadman—Going a Nutting, The Flight of Birds.

Lanier—From Corn.

Thompson—Domestic Birds.

Thaxter—The Sandpiper.
Proctor—The Owl.
Croaker—The Chickadee.
Taylor—A Night With a Wolf.
Browning—Pied Piper of Hamlin.
Bennett—To a Cricket.
Barton—Bruce and the Spider.
Shelley—Daybreak, The Cloud.
Keats—Morning.
Southey—Night, The Holly Tree.
Longfellow—Rain in Summer.
Tennyson—The Brook.
Foster—The Silence of the Hills.
Burns—To a Mountain Daisy.
Lowell—To the Dandelion.
Herrick—To Daffodils.
Dickison—The Grass.
Tabb—The Tax Gatherer (bee).
Emerson—The Humble Bee.
Saxe—Solomon and the Bees.